NCFE CACHE

Qualification specification: optional units

NCFE CACHE Level 2 Certificate for the Children and Young People's Workforce (England)
QN: 601/3395/8

Contents

Summary of changes

This table summarises the changes to this document since the last version (Version 2.0 February 2016).

Version	Publication Date	Summary of amendments
v3.0	January 2018	References to 'children' have been replaced with 'children and young people' in the following unit: M/601/2884 (CYPOP 22) In addition, following a review by CACHE and The Communication Trust, any reference to Behavioural, Social and Emotional Difficulties (BESD) has been updated to align with the updated SEND category: Social, Emotional and Mental Health Needs (SEMH). As BESD and SEMH are not interchangeable terms the wording has been carefully considered and adjusted to reflect this.
v4.0	November 2021	One of the optional units has been replaced. M/601/2884 Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties has been replaced with K/617/9969 Understand the speech, language and communication needs of children and young people with social, emotional and mental health needs. The changes are minor amends to do with terminology only.
v4.1	August 2023	Minor changes to one unit: • K/617/9969: o minor wording amends to LO1 and LO4, AC1.2–1.4, 2.3, 3.2 and 3.3 o assessment tasks updated to reflect wording amends to unit

Section 1: Overview and index

Overview

This document is an extension of the NCFE CACHE Level 2 Certificate for the Children and Young People's Workforce (England) Qualification Specification.

It contains the optional units available for the NCFE CACHE Level 2 Certificate for the Children and Young People's Workforce (England).

Generic information covered in the NCFE CACHE Level 2 Certificate for the Children and Young People's Workforce (England) Qualification Specification is not repeated in this document.

For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Optional units index

The following units are the additional optional units that can be used in the NCFE CACHE Level 2 Certificate for the Children and Young People's Workforce (England)

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Notes
☆	L/601/1693	CYP Core 3.1	Understand child and young person development	Knowledge	3	4	30	
	R/601/1694	CYP Core 3.2	Promote child and young person development	Knowledge / Skills	3	3	25	
☆	Y/601/1695	CYP Core 3.3	Understand how to safeguard the well-being of children and young people	Knowledge	3	3	25	
	D/601/1696	CYP Core 3.4	Support children and young people's health and safety	Knowledge / Skills	3	2	15	
	H/601/1697	CYP Core 3.5	Develop positive relationships with children, young people and others involved in their care	Skills	3	1	8	
	K/601/1698	CYP Core 3.6	Working together for the benefit of children and young people	Knowledge / Skills	3	2	15	

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Notes
☆	M/601/1699	CYP Core 3.7	Understand how to support positive outcomes for children and young people	Knowledge	3	3	25	
☆	F/600/9777	CYPOP 17	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	Knowledge	4	5	40	
☆	K/617/9969		Understand the speech, language and communication needs of children and young people with social, emotional and mental health needs	Knowledge	3	3	25	
	M/600/9807	CYPOP 30	Support the creativity of children and young people	Knowledge / Skills	3	3	20	
	A/601/6517	TDA 2.14	Support children and young people at meal or snack times	Knowledge / Skills	2	3	18	
	D/601/6526	TDA 2.15	Support children and young people with disabilities and special educational needs	Knowledge / Skills	2	4	26	
	T/601/6564	TDA 2.16	Support children and young people's play and leisure	Knowledge / Skills	2	3	16	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Notes
M/601/3310	OP 2.15	Contribute to the support of children's communication, language and literacy	Knowledge / Skills	2	2	14	
H/601/3336	OP 2.17	Contribute to the support of children's creative development	Knowledge / Skills	2	2	14	
H/601/5474	SHC 24	Introduction to duty of care in health, social care or children's and young people's settings	Knowledge	2	1	9	

Section 2: Units

This section includes our assessment tasks for tutors' convenience. They are not mandatory.

Unit Layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. TDA, NCFE).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

* *Additional information*, *Unit assessment guidance* and *Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

CYP Core 3.1: Understand child and young person development

Unit reference	L/601/1693	Level	3
Credit value	4	GLH	30
Unit aim	This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the expected pattern of development for children and young people from birth - 19 years.	1.1. Explain the sequence and rate of each **aspect of development** from birth – 19 years.		
	1.2. Explain the difference between sequence of development and rate of development and why the difference is important.		
2. Understand the factors that influence children and young people's development and how these affect practice.	2.1. Explain how children and young people's development is influenced by a range of **personal factors**.		
	2.2. Explain how children and young people's development is influenced by a range of **external factors.**		
	2.3. Explain how **theories of development** and **frameworks to support development** influence current practice.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern.	3.1. Explain how to monitor children and young people's development using different **methods**.		
	3.2. Explain the **reasons** why children and young people's development may not follow the expected pattern.		
	3.3. Explain how disability may affect development.		
	3.4. Explain how **different types of interventions** can promote positive outcomes for children and young people where development is not following the expected pattern.		
4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people.	4.1. Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition.		
	4.2. Explain how multi-agency teams work together to support speech, language and communication.		
	4.3. Explain how play and activities are used to support the development of speech, language and communication.		
5. Understand the potential effects of transitions on children and young people's development.	5.1. Explain how different **types of transitions** can affect children and young people's development.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.2. Evaluate the effect on children and young people of having positive relationships during periods of transition.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: CYP Core 3.1
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	CCLD 303 Promote children's development. HSC36 Contribute to the assessment of children and young people's needs and the development of care plans. CWDC Training, Support and Development Standards for Foster Care, Standard 5 Understand the development of children and young people.

Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Unit should be assessed in line with the Skills for Care and Development QCF Assessment Principles.
Unit assessment guidance – provided by the sector	**Aspect of development** includes: • physical • communication • intellectual/cognitive • social, emotional and behavioural • moral. **Personal factors** including: • health status • disability • sensory impairment learning difficulties. **External factors** including: • poverty and deprivation • family environment and background • personal choices • looked after/care status • education. **Theories of development** including: • cognitive (e.g. Piaget) • psychoanalytic (e.g. Freud) • humanist (e.g. Maslow) • social learning (e.g. Bandura) • operant conditioning (e.g. Skinner) • behaviourist (e.g. Watson). **Frameworks to support development** including: • social pedagogy. **Methods** of assessing development needs e.g.:

Guidance for developing assessment arrangements for the unit:	
	• assessment framework/s • observation • standard measurements • information from carers and colleagues. **Reasons** why development is not following expected pattern e.g.: • disability • emotional • physical • environmental • cultural • social • learning needs • communication. **Different types of interventions** e.g.: • social worker • speech and language therapist • psychologist • psychiatrist • youth justice • physiotherapist • nurse specialist • additional learning support • assistive technology • health visitor. **Types of transitions** including: • emotional, affected by personal experience e.g. bereavement, entering/ leaving care • physical e.g. moving to a new educational establishment, a new home/locality, from one activity to another • physiological e.g. puberty, long term medical conditions • intellectual e.g. moving from pre-school to primary to post-primary.

Assessment task – CYP Core 3.1 Understand child and young person development

The opportunity for children and young people to develop in a loving, caring environment is vital to their development. It is important that professional practitioners know the expected aspects and rate of development to ensure that individuals in their care are given the best opportunity to thrive. The following tasks will help you to understand the support that each child or young person may need.

Produce a development folder for reference for use in your setting by yourself and colleagues, which contains the following:

Task 1 links to learning outcome 1, assessment criteria 1.1 and 1.2.

- an explanation of the sequence and rate of each **aspect of development** from birth to 19 years. You may find a timeline useful as part of your explanation
- an explanation of the difference between:
  - o the sequence of and rate of development
  - o and why this difference is important.

Task 2 links to learning outcome 2 assessment criteria 2.1, 2.2 and 2.3.

- an explanation of how children and young people's development is influenced by:
  - o a range of external factors
  - o a range of personal factors

- an explanation of how current practice is influenced by:
  - o theories of development
  - o frameworks to support development.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

- an explanation of how to monitor children and young people's development using different methods. You may find it helpful to use work products to illustrate your answer, e.g. child observations assessment frameworks
- an explanation of the reasons why children and young people's development may not follow the expected pattern. You may find it helpful to use work products to illustrate your answer
- an explanation of how disability may affect development
- an explanation of how **different types of interventions** can promote positive outcomes for children and young people where development is not following the expected pattern.

Task 4 links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

- an analysis that shows the importance of early identification of speech, language and communication delays and disorders, and the potential risks of late recognition
- an explanation of how multi-agency teams work together to support speech, language and communication
- an explanation of how play and activities are used to support the development of speech, language and communication.

Task 5 links to learning outcome 5, assessment criteria 5.1 and 5.2.

- an explanation of how different **types of transitions** can affect children and young people's development
- an evaluation of the effect on children and young people of having positive relationships during periods of transition. You may find it helpful to use work products to support your evidence.

NB: Please ensure that you refer to the unit additional guidance throughout the completion of these tasks.

Knowledge evidence of this unit "Understand child and young person development" and unit "Promote child and young person development" can be retained in your development folder but the evidence of assessment must be recorded on the relevant Unit Assessment Record.

CYP Core 3.2: Promote child and young person development

Unit reference	R/601/1694	**Level**	3
Credit value	3	**GLH**	25
Unit aim	This unit provides a sound basis of knowledge, understanding and the competence required to promote children and young people's development and positive behaviour. It also includes how to support children and young people going through transitions in their lives.		

Learner name:		Centre no:	
PIN:		**ULN:**	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3, 5 and 6 must be assessed in Real Work Environments by a qualified vocationally competent assessor.			
1. Be able to assess the development needs of children or young people and prepare a development plan.	1.1. Explain the **factors that need to be taken into account when assessing development.**		
	1.2. Assess a child or young person's development in the following areas: • physical • communication • intellectual/cognitive • social, emotional and behavioural • moral.		
	1.3. Explain the selection of the **assessment methods** used.		
	1.4. Develop a **plan** to meet the development needs of a child or young person in the work setting.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to promote the development of children or young people.	2.1. Implement the **development plan** for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected.		
	2.2. Evaluate and revise the development plan in the light of implementation.		
	2.3. Explain the importance of a person-centred and inclusive approach and give examples of how this is implemented in own work.		
	2.4. Listen to children or young people and communicate in a way that encourages them to feel valued.		
	2.5. Encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities.		
3. Be able to support the provision of environments and services that promote the development of children or young people.	3.1. Explain the **features of an environment or service** that promotes the development of children and young people.		
	3.2. Demonstrate **how own work environment or service is organised** to promote the development of children or young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Understand how working practices can impact on the development of children and young people.	4.1. Explain how own working practice can affect children and young people's development.		
	4.2. Explain how institutions, agencies and services can affect children and young people's development.		
5. Be able to support children and young people's positive behaviour.	5.1. Demonstrate how they work with children and young people to encourage positive behaviour.		
	5.2. Evaluate different approaches to supporting **positive behaviour.**		
6. Be able to support children and young people experiencing transitions.	6.1. Explain how to support children and young people experiencing **different types of transitions.**		
	6.2. Demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: CYP Core 3.2
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	CCLD 303 Promote children's development. LDSS 10 Support the child or young person's successful transfer and transition in learning and development contexts. HSC 36 Contribute to the assessment of children and young people's needs and the development of care plans. CWDC Training, Support and Development Standards for Foster Care, Standard 5 Understand the development of children and young people. UK Codes of Practice for Social Care Workers.

Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Unit should to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 1, 2, 3, 5 and 6 must be assessed in a Real Work Environment. Simulation is not permitted. Some reflection on practice should be included in the assessment.
Unit assessment guidance – provided by the sector	**Factors that need to be taken into account when assessing development** e.g.: • confidentiality and when, for the safety of the child or young person, confidentiality must be breached • children's wishes and feelings • ethnic, linguistic and cultural background • disability or specific requirements (additional needs) • reliability of information • avoiding bias. **Assessment methods** e.g.: • assessment framework/s • observations • standard measurements • information from parents, carers, children and young people, other professionals and colleagues. **Plan** Encouraging child or young person to take responsibility

Guidance for developing assessment arrangements for the unit:
	for own development should feature in plan. **Development plan** A development plan can be drawn from a lead practitioner (e.g. a teacher's) overarching plan. **Features of an environment or service** e.g.: - stimulating and attractive - well planned and organised - personalised and inclusive - encouraging and practising participation - high quality policies in place and followed - regulatory requirements met - varied - meeting individual and group needs - providing appropriate risk and challenge - involving parents and carers where appropriate to setting or service. **How own work environment or service is organised** e.g.: - taking into account personal and external factors - providing specific activities such as play, learning, home visiting - providing services - measuring outcomes - communicating effectively and showing appropriate empathy and understanding - supporting participation - involving parents and carers where appropriate to setting or service - supporting children and young people's rights. **Positive behaviour** support e.g.: - least restrictive principle - reinforcing positive behaviour - modelling/positive culture - looking for reasons for inappropriate behaviour and adapting responses - individual behaviour planning - phased stages - planning interventions to reduce inappropriate behaviour - de-escalate and diversion - containment - following management plans

Guidance for developing assessment arrangements for the unit:	
	• boundary setting and negotiation • supporting children and young people's reflection on and management of own behaviour • anti-bullying strategies • time out (following up to date guidance) • use of physical intervention (following up to date guidance). **Different types of transitions** e.g.: • emotional, affected by personal experience e.g. bereavement, entering/ leaving care • physical e.g. moving to a new educational establishment, a new home/locality, from one activity to another • physiological e.g. puberty, long term medical conditions • intellectual e.g. moving from pre-school to primary to post-primary, smaller daily transitions.
Unit assessment guidance - provided by us	Learning outcomes 1, 2, 3, 5 and 6 must be assessed in Real Work Environments by a qualified occupationally competent assessor.

Assessment task – CYP Core 3.2 Promote child and young person development

The knowledge evidence for this unit can be added to your development folder produced for unit "Understand child and young person development" but your assessor must record evidence of achievement on the documentation for this unit "Promote child and young person development".

Task links to learning outcome 4, assessment criteria 4.1 and 4.2.

You will need to present evidence that you understand the following points in relation to promoting development:

- an explanation of how your own working practice can affect children and young people's development
- an explanation of how institutions, agencies and services can affect children and young people's development.

CYP Core 3.3: Understand how to safeguard the well-being of children and young people

Unit reference	Y/601/1695	Level	3
Credit value	3	GLH	25
Unit aim	This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people.	1.1. Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people.		
	1.2. Explain child protection within the wider concept of safeguarding children and young people.		
	1.3. Analyse how national and local guidelines, policies and procedures for safeguarding affect **day to day work** with children and young people.		
	1.4. Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.		
2. Understand the importance of working in partnership with other organisations to safeguard children and young people.	2.1. Explain the importance of safeguarding children and young people.		
	2.2. Explain the importance of a child or young person-centred approach.		
	2.3. Explain what is meant by partnership working in the context of safeguarding.		
	2.4. Describe the roles and responsibilities of the **different organisations** that may be involved when a child or young person has been abused or harmed.		
3. Understand the importance of ensuring children and young people's safety and protection in the work setting.	3.1. Explain why it is important to ensure children and young people are protected from harm within the work setting.		
	3.2. Explain **policies and procedures** that are in place to protect children and young people and adults who work with them.		
	3.3. Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.4. Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.		
4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed.	4.1. Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding.		
	4.2. Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting.		
	4.3. Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.		
5. Understand how to respond to evidence or concerns that a child or young person has been bullied.	5.1. Explain different types of **bullying** and the potential effects on children and young people.		
	5.2. Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place.		
	5.3. Explain how to support a child or young person and/or their family when bullying is suspected or alleged.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
6. Understand how to work with children and young people to support their safety and well-being.	6.1. Explain how to support children and young people's self-confidence and self-esteem.		
	6.2. Analyse the importance of supporting resilience in children and young people.		
	6.3. Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety.		
	6.4. Explain ways of empowering children and young people to make positive and informed choices that support their well-being and safety.		
7. Understand the importance of e-safety for children and young people.	7.1. Explain the risks and possible consequences for children and young people of being online and of using a mobile phone.		
	7.2. Describe ways of reducing risk to children and young people from: • social networking • internet use • buying online • using a mobile phone.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: CYP Core 3.3
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	CCLD 305: Protect and promote children's rights. LDSS NOS Unit 1: Contribute to the protection of children and young people from abuse HSC 34: Promote the well-being and protection of children and young people CWDC Training, support and development standards for Foster care. Standard 6: Safeguard children and young people UK Codes of Practice for Social Care Workers.

Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Unit should be assessed in line with the Skills for Care and Development QCF Assessment Principles.
Unit assessment guidance – provided by the sector	**Day to day work** e.g.: • childcare practice • child protection • risk assessment • ensuring the voice of the child or young person is heard (e.g. providing advocacy services) • supporting children and young people and others who may be expressing concerns. **Different organisations** e.g.: • social services

Guidance for developing assessment arrangements for the unit:	
	• NSPCC • health visiting • GP • probation • police • school • psychology service. **Policies and procedures** for safe working e.g.: • working in an open and transparent way • listening to children and young people • duty of care • whistle blowing • power and positions of trust • propriety and behaviour • physical contact • intimate personal care • off site visits • photography and video • sharing concerns and recording/ reporting incidents. **Bullying** e.g.: • physical (pushing, kicking, hitting, pinching and other forms of violence or threats) • verbal (name-calling, insults, sarcasm, spreading rumours, persistent teasing) • emotional (excluding, tormenting, ridicule, humiliation) • cyber-bullying (the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else) • specific types of bullying which can relate to all the above such as homophobic or gender based, racist, relating to special educational needs and disabilities.

Assessment task – CYP Core 3.3 Understand how to safeguard the well-being of children and young people

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

'Please keep me safe.' This simple but profoundly important hope is the very minimum upon which every child and young person should be able to depend.

Protection of Children in England 'A progress report 12th March 2009'

In order to support the above statement you need to compile a folder which includes:

- an outline of current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people
- an explanation of child protection within the wider concept of safeguarding children and young people
- an analysis of how national and local guidelines, policies and procedures for safeguarding affect day-to-day work with children and young people
- an explanation of when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice
- an explanation of how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

An important part of safeguarding children and young people is working in partnership with other organisations to ensure a robust support system. Add to your folder the following:

- an explanation of the importance of safeguarding children and young people
- an explanation of the importance of a child or young person-centred approach
- an explanation of what is meant by partnership working in the context of safeguarding
- a description of the roles and responsibilities of the **different organisations** that may be involved when a child or young person has been abused or harmed.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

Policies and procedures form an important part of work place practice. It is vital to ensure that all staff have a clear understanding of the requirements and responsibilities in relation to the safeguarding of children, young people and staff. Add to your folder the following:

- an explanation of why it is important to ensure children and young people are protected from harm within the work setting
- an explanation of **policies and procedures** that are in place to protect children and young people and adults who work with them
- an evaluation of ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected
- an explanation of how practitioners can take steps to protect themselves within their everyday practice in the work setting and off site visits.

Task 4 links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

It is important that as a child care practitioner you are able to respond to a child or young person who may have been abused or harmed. Add to your folder the following:

- a description of the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
- a description of the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
- an explanation of the rights those children, young people and their carers have in situations where harm or abuse is suspected or alleged.

Task 5 links to learning outcome 5, assessment criteria 5.1, 5.2 and 5.3.

The Anti-Bullying Alliance of the UK states:
"We want to stop bullying and create a safer environment in which children and young people can grow, play and learn".

As a practitioner you will need to be able to identify and manage situations where bullying may occur. Add to your folder the following:

- an explanation of different types of bullying and the potential effects on children and young people
- an outline of the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place
- an explanation of how to support a child or young person and/or their family when bullying is suspected or alleged.

Task 6 links to learning outcome 6, assessment criteria 6.1, 6.2, 6.3 and 6.4.

An important part of safeguarding is to empower the child or young person so that they can develop strategies to protect themselves. Add to your folder the following:

- an explanation of how to support children and young people's
- self-confidence and self-esteem
- an analysis of the importance of supporting resilience in children and young people
- an explanation of why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety
- an explanation of ways of empowering children and young people to make positive and informed choices that support their well-being and safety.

Task 7 links to learning outcome 7, assessment criteria 7.1 and 7.2.

E-safety is an area of growing importance and you need to be informed of the issues involved in children and young people using technology. Add to your folder the following:

- an explanation of the risks and possible consequences for children and young people of being online and of using a mobile phone
- a description of ways of reducing risk to children and young people from:
  - social networking
  - internet use
  - buying online
  - using a mobile phone.

CYP Core 3.4: Support children and young people's health and safety

Unit reference	D/601/1696	Level	3
Credit value	2	GLH	15
Unit aim	This unit provides the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 2 must be assessed in Real Work Environments by a qualified vocationally competent assessor.			
1. Understand how to plan and provide environments and services that support children and young people's health and safety.	1.1. Describe the **factors** to take into account when planning healthy and safe indoor and outdoor environments and services.		
	1.2. Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely.		
	1.3. Identify sources of current guidance for planning healthy and safe environments and services.		
	1.4. Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to recognise and manage risks to health, safety and security in a work setting or off site visits.	2.1. Demonstrate how to identify **potential hazards** to the health, safety and security of children or young people, families and other visitors and colleagues.		
	2.2. Demonstrate ability to deal with hazards in the work setting or in off site visits.		
	2.3. Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk.		
	2.4. Explain how health and safety risk assessments are monitored and reviewed.		
3. Understand how to support children and young people to assess and manage risk for themselves.	3.1. Explain why it is important to take a **balanced approach to risk management.**		
	3.2. Explain the dilemma between the rights and choices of children and young people and health and safety requirements.		
	3.3. Give an example from own practice of supporting children or young people to assess and manage risk.		
4. Understand appropriate responses to accidents, incidents, emergencies and illness in work settings and off site visits.	4.1. Explain the policies and procedures of the setting or service in response to **accidents, incidents, emergencies and illness.**		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: CYP Core 3.4
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	CCLD 302 Develop and maintain a healthy, safe and secure environment for children. HSC 32 Promote, monitor and maintain health, safety and security in the working environment. LDSS Unit 2 Ensure your own actions reduce risk to health and safety. CWDC Training, support and development standards for Foster care. Standard 3 Understand health and safety, and healthy care. UK Codes of Practice for Social Care Workers.

Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Assessment of learning outcome 2 must take place in a Real Work Environment. Simulation is not permitted. Unit should be assessed in line with the Skills for Care and Development QCF Assessment Principles.
Unit assessment guidance – provided by the sector	**Factors** e.g.: • the individual needs, age and abilities of the children and young people • specific risks to individuals such as pregnancy, sensory impairments • the needs of carers where relevant • the function and purpose of environments and services offered • the duty of care • desired outcomes for the children and young people • lines of responsibility and accountability. **Potential hazards e.g.:** • physical • security • fire • food safety • personal safety. **Balanced approach to risk management:** • taking into account child or young person's age, needs and abilities • avoiding excessive risk-taking • not being excessively risk averse • recognising the importance of risk and challenge to a

Guidance for developing assessment arrangements for the unit:	
	child or young person's development. **Accidents, incidents, emergencies and illness** e.g.: • accidents involving children, young people or adults • incidents – all types • emergencies such as fire, missing children or young people, evacuation • recognising signs of illness such as fever, rashes or unconsciousness and taking appropriate action.
Unit assessment guidance - provided by us	Learning outcome 2 must be assessed in a Real Work Environment by a qualified vocationally competent assessor.

Assessment task – CYP Core 3.4 Support children and young people's health and safety

Providing a safe environment for children and young people requires knowledge and understanding of hazards and an ability to assess and manage risk.

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

You are asked to provide a resource to inform staff in the setting about health and safety issues. You will need to provide:

- a description of the **factors** to take into account when planning healthy and safe indoor and outdoor environments and services
- an explanation of how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely
- an identification of sources of current guidance for planning healthy and safe environments and services
- an explanation of how current health and safety legislation, policies and procedures are implemented in own work setting or service.

Task 2 links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

Include in your resource:

- an explanation of why it is important to take a balanced approach to risk management
- an explanation of the dilemma between the rights and choices of children and young people and health and safety requirements
- give an example from own practice of supporting children or young people to assess and manage risk.

Task 3 links to learning outcome 4, assessment criteria 4.1 and 4.2.

Include in your resource:

- an explanation of the policies and procedures of the setting or service in response to **accidents, incidents, emergencies and illness**
- an identification of the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies.

CYP Core 3.5: Develop positive relationships with children, young people and others involved in their care

Unit reference	H/601/1697	**Level**	3
Credit value	1	**GLH**	8
Unit aim	To enable the learner to understand and practice the skills required to develop positive relationships with children, young people and carers.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1 and 2 must be assessed in Real Work Environments by a qualified vocationally competent assessor.			
1. Be able to develop positive relationships with children and young people.	1.1. Explain why **positive relationships** with children and young people are important and how these are **built and maintained**.		
	1.2. Demonstrate how to listen to and build relationships with children and young people.		
	1.3. Evaluate own effectiveness in building relationships with children or young people.		
2. Be able to build positive relationships with people involved in the care of children and young people.	2.1. Explain why positive relationships with **people involved** in the care of children and young people are important.		
	2.2. Demonstrate how to build positive relationships with people involved in the care of children and young people.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: CYP Core 3.5
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	CCLD 301 Develop and promote positive relationships. HSC 31 Promote effective communication for and about individuals. CWDC Training, Support and Development Standards for Foster Carers. Standard 4 Know how to communicate effectively. UK Codes of Practice for Social Care Workers.

Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	This unit must be assessed in a Real Work Environment. Unit should be assessed in line with the Skills for Care and Development QCF Assessment Principles.
Unit assessment guidance – provided by the sector	**Positive relationships** are **built and maintained** e.g.: • communicating effectively • identifying and sorting out conflicts and disagreements • being consistent and fair • showing respect and courtesy • valuing and respecting individuality • keeping promises and honouring commitments • monitoring impact of own behaviour on others • keeping confidentiality as appropriate • recognising and responding appropriately to the power base underpinning relationships.

Guidance for developing assessment arrangements for the unit:	
	People involved e.g.: • colleagues • organisational managers and supervisors (where appropriate) • carers • official visitors e.g. inspectorate for the UK Home Nation (where appropriate) • other visitors • colleagues from other agencies and services • external partners.
Unit assessment guidance - provided by us	Learning outcomes 1 and 2 must be assessed in Real Work Environments by a qualified vocationally competent assessor.

Assessment task – CYP Core 3.5 Develop positive relationships with children, young people and others involved in their care

This is a skill/competency unit only; therefore, an assessment task is not applicable.

CYP Core 3.6: Working together for the benefit of children and young people

Unit reference	K/601/1698	Level	3
Credit value	2	GLH	15
Unit aim	The unit is designed to enable the learner to understand the importance of multi-agency and integrated working and to develop the skills of effective communication for professional purposes. It includes and assesses competence in information sharing between those involved in working with children and young people.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in Real Work Environments by a qualified vocationally competent assessor.			
1. Understand integrated and multi-agency working.	1.1. Explain the importance of multi-agency working and integrated working.		
	1.2. Analyse how integrated working practices and multi-agency working in partnership deliver better outcomes for children and young people.		
	1.3. Describe the functions of external agencies with whom your work setting or service interacts.		
	1.4. Explain common barriers to integrated working and multi-agency working and how these can be overcome.		
	1.5. Explain how and why referrals		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	are made between agencies.		
	1.6. Explain the assessment frameworks that are used in own UK Home Nation.		
2. Be able to communicate with others for professional purposes.	2.1. Select **appropriate communication** methods for different circumstances.		
	2.2. Demonstrate use of appropriate communication methods selected for different circumstances.		
	2.3. **Prepare reports** that are accurate, legible and concise and meet legal requirements.		
3. Be able to support organisational processes and procedures for recording, storing and sharing information.	3.1. Demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information.		
	3.2. Demonstrate how to maintain secure recording and storage systems for information: • paper based • electronic.		
	3.3. Analyse the potential tension between maintaining confidentiality with the need to disclose information: • where abuse of a child or young person is suspected • when it is suspected that a crime has been/may be committed.		

| Learner declaration of authenticity: |
| I declare that the work presented for this unit is entirely my own work. |
| Learner signature: Date: |

| Assessor sign off of completed unit: CYP Core 3.6 |
| I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. |
| Assessor name: |
| Signature: Date: |

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	CCLD 301 Promote children's development. CCLD 431 Contribute to leadership and management of integrated childcare provision. CCLD 323 Manage multi-agency working arrangements. HSC 31 Promote effective communication with, for and about individuals. CWDC Training, Support and Development Standards for Foster Care, Standard 4 Know how to communicate effectively. UK Codes of Practice for Social Care Workers.

Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Learning outcomes 2 and 3 must be assessed in Real Work Environments. Unit should be assessed in line with the Skills for Care and Development QCF Assessment Principles.
Unit assessment guidance – provided by the sector	**Appropriate communication** e.g.: • use of electronic communication aids • use of pictorial and design communication aids such as Mankato • use of an interpreter when appropriate including British/Irish Sign Language interpreters • effective use of the telephone • preparing and delivering presentations • written communication

Guidance for developing assessment arrangements for the unit:	
	• notes of meetings • personal records • presentations • letters • formal reports • e-mail. **Prepare reports** In some settings where this is not a practitioner's lead responsibility (e.g. a school) it is acceptable for practitioners to produce an 'example report' or to support the lead practitioner in completing reports that are accurate, legible and concise and meet legal requirements.
Unit assessment guidance - provided by us	Learning outcomes 2 and 3 must be assessed in Real Work Environments by a qualified vocationally competent assessor.

Assessment task – CYP Core 3.6 Working together for the benefit of children and young people

Multi-agency and integrated working is one of the developments in the field of caring for children and young people. To make this model of working effective you need to increase your knowledge of this area.

You have a new member of staff in your organisation and your manager has asked you to be responsible for the part of their induction which deals with multi-agency and integrated working.

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6.

Prepare handouts that:

- explain the importance of multi-agency working and integrated working
- analyse how integrated working practices and multi-agency working in partnership deliver better outcomes for children and young people
- describe the functions of external agencies with whom your work setting or service interacts
- explain common barriers to integrated working and multi-agency working and how these can be overcome
- explain how and why referrals are made between agencies
- explain the assessment frameworks that are used in own UK Home Nation.

CYP Core 3.7: Understand how to support positive outcomes for children and young people

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Unit reference	M/601/1699	Level	3
Credit value	3	GLH	25
Unit aim	This unit aims to provide members of the children and young people's workforce with an understanding of the factors that can impact, both negatively and positively, on the outcomes and life chances of children and young people. It includes approaches to supporting positive outcomes including disability and specific requirements (additional needs).		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people.	1.1. Describe the **social, economic and cultural factors** that will impact on the lives of children and young people.		
	1.2. Explain the importance and impact of poverty on outcomes and life chances for children and young people.		
	1.3. Explain the role of children and young people's personal choices and experiences on their outcomes and life chances.		
2. Understand how practitioners can make a positive difference in outcomes for children and young people.	2.1. Identify the **positive outcomes** for children and young people that practitioners should be striving to achieve.		
	2.2. Explain the importance of designing services around the needs of children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Explain the importance of active participation of children and young people in decisions affecting their lives.		
	2.4. Explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives.		
3. Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people.	3.1. Explain the potential impact of disability on the outcomes and life chances of children and young people.		
	3.2. Explain the importance of positive attitudes towards disability and specific requirements.		
	3.3. Explain the social and medical **models of disability** and the impact of each on practice.		
	3.4. Explain the different **types of support** that are available for disabled children and young people and those with specific requirements.		
4. Understand the importance of equality, diversity and inclusion in promoting positive outcomes for	4.1. Explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
children and young people.	4.2. Compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: CYP Core 3.7
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	CCLD 308 Promote children's well-being and resilience. HSC38 Support children and young people to manage their lives. HSC310 Work with children and young people to prepare them for adulthood, citizenship and independence. UK Codes of Practice for Social Care Workers.

Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Unit should be assessed in line with the Skills for Care and Development QCF Assessment Principles.
Unit assessment guidance – provided by the sector	**Social, economic and cultural factors** e.g.: • personal choice • being in care system • poverty • housing and community • educational environment • offending or anti-social behaviour • health status of self or family member • disability • health support (GP, health clinic, access to A&E etc) • addictions in family or self • bereavement and loss • family expectations and encouragement • religious beliefs and customs • ethnic/cultural beliefs and customs • marginalisation and exclusion. **Positive outcomes** for children and young people e.g.: • be healthy • stay safe • enjoy and achieve • make a positive contribution • achieve economic well-being. **Types of support** e.g.: • speech and language therapy • support from health professionals • additional learning support • assistive technology • specialised services.

Assessment task – CYP Core 3.7 Understand how to support positive outcomes for children and young people

We live in a multi-faceted society where diverse factors can affect children and young people. You are asked by your manager to give a talk to parents about some of the factors.

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Prepare a handout for this talk which includes:

- a description of the social, economic and cultural factors that will impact on the lives of children and young people
- an explanation of the importance and impact of poverty on outcomes and life chances for children and young people
- an explanation of the role of children and young people's personal choices and experiences on their outcomes and life chances.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

Create information for the parents, which includes the following:

- identification of the positive outcomes for children and young people that practitioners should be striving to achieve
- an explanation of the importance of designing services around the needs of children and young people
- an explanation of the importance of active participation of children and young people in decisions affecting their lives
- an explanation of how to support children and young people according to their age, needs and abilities to make personal choices and experiences.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

Following the success of your talk with parents you have been asked by your manager to undertake some professional development with staff in a team meeting in the area of disability.

Prepare the following:

- an explanation of the potential impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people
- an explanation of the importance of positive attitudes towards disability and specific requirements
- an explanation of the social and medical models of disability and the impact of each on practice
- an explanation of the different types of support that are available for disabled children and young people and those with specific requirements.

Task 4 links to learning outcome 4, assessment criteria 4.1 and 4.2.

Your manager has allocated a volunteer to work with you for one afternoon a week for six months. As part of your support for the volunteer:

- explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people
- compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes.

CYPOP 17: Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage

Unit reference	F/600/9777	Level	4
Credit value	5	GLH	40
Unit aim	To provide learners with an in depth understanding of the effects of poverty and disadvantage on children and young people.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the factors that may impact on the outcomes and life chances of children and young people.	1.1. Identify the **factors** that impact on outcomes and life chances for children and young people.		
	1.2. Explain the critical importance of poverty in affecting outcomes and life chances.		
	1.3. Analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people.		
	1.4. Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand how poverty and disadvantage affect children and young people's development.	2.1. Analyse how poverty and disadvantage may affect children and young people's: • physical development • social and emotional development • communication development • intellectual development • learning.		
3. Understand the importance of early intervention for children and young people who are disadvantaged and **vulnerable**.	3.1. Explain what is meant by both disadvantage and vulnerability.		
	3.2. Explain the importance of early intervention for disadvantaged and/or vulnerable children and young people.		
	3.3. Evaluate the impact of early intervention.		
4. Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage.	4.1. Research the policy and guidance impacting on support services at national level, and evaluate how this operates at local level.		
	4.2. Explain how carers can be engaged in the strategic planning of services.		
	4.3. Analyse how practitioners can encourage carers to support children and young people's learning and development.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.4. Explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account.		
5. Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage.	5.1. Explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self confidence.		
	5.2. Explain why it is important for practitioners to have high expectations of, and ambitions for, all children and young people regardless of their circumstances and background.		
	5.3. Analyse how and why practitioners should act as agents and facilitators of change in own work setting.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: CYPOP 17
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	DCSF Narrowing the Gap Guidance 2008.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Factors** There are many factors impacting on children and young people's life chances. The following are examples: • poverty • social and community pressures • health status • abuse and neglect • violent and/or offending family or personal backgrounds • race, gender, sexual orientation • asylum seeking or victims of trafficking. Meaning of **vulnerable** child (young person): 'A child (young person) (and their family) who needs some additional support in order to reach the best outcomes, because of their social, economic, physical, emotional or family circumstances.'
Unit assessment guidance – provided by the sector	Units need to be assessed in line with the Skills for Development and Care QCF Assessment Principles.

Assessment task – CYPOP 17 Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage

The effect of poverty and other disadvantages on children and young people has become more readily recognised. To increase your awareness of this important area, create a portfolio of evidence with five sections.

- **Section 1** - Factors that may impact
- **Section 2** - The effect of poverty and disadvantage
- **Section 3** - Early intervention
- **Section 4** - Support and partnership
- **Section 5** - The roles of the practitioner

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

Section 1 - Factors that may impact

This section must show that you can:

- identify the **factors** that impact on outcomes and life chances for children and young people
- explain the critical importance of poverty in affecting outcomes and life chances
- analyse a strategic national or local policy that has a positive impact on outcomes and life chances for children and young people
- explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people.

Task 2 links to learning outcome 2, assessment criteria 2.1.

Section 2 - The effect of poverty and disadvantage

This section must show that you can:

- analyse how poverty and disadvantage may affect children and young people's:
  - physical development
  - social and emotional development
  - communication development
  - intellectual development
  - learning.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.
Section 3 - Early intervention

This section must show that you can:

- explain what is meant by both disadvantage and vulnerability
- explain the importance of early intervention for disadvantaged and/or vulnerable children and young people
- evaluate the impact of early intervention.

Task 4 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3 and 4.4.

Section 4 - Support and partnership.

This section must show that you can:

- research the policy and guidance impacting on support services at national level and evaluate how this operates at local level.
- explain how carers can be engaged in the strategic planning of services.
- analyse how practitioners can encourage carers to support children and young people's learning and development
- explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account.

Task 5 links to learning outcome 5, assessment criteria 5.1, 5.2 and 5.3.

Section 5 - The roles of the practitioner

This section will show that you can:

- explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self confidence
- explain why it is important for practitioners to have high expectations of and ambitions for all children and young people regardless of their circumstances and background
- analyse how and why practitioners should act as agents and facilitators of change in own work setting.

Understand the speech, language and communication needs of children and young people with social, emotional and mental health needs

Unit reference	K/617/9969	Level	3
Credit value	3	GLH	25
Unit aim	This unit explores the way in which social, emotional and mental health difficulties are linked with speech, language and communication, and provides effective ways to support the speech, language and communication development of children and young people with social, emotional and mental health difficulties.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the links between language, behaviour, social and emotional development and mental health.	1.1. Explain why behaviour can be seen as a means of communication.		
	1.2. Explain, with examples, how speech, language and communication needs may affect behaviour, social and emotional development and mental well-being in children and young people.		
	1.3. Review and report on relevant research about the incidence of speech, language and communication needs and social, emotional and mental health needs in children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.4. Describe the range of **behavioural**, social, emotional, and mental health needs that children and young people may experience and how they can affect speech, language and communication development.		
2. Understand how to support positive speech, language and communication development for children and young people with social, emotional and mental health needs.	2.1. Identify key barriers to social and emotional development and mental well-being that are experienced by children and young people with speech, language and communication needs.		
	2.2. Explain effective strategies to overcome barriers to support the speech, language and development of children and young people with social, emotional and mental health needs.		
	2.3. Explain how adapting adult language and interactions can support a child or young person's behaviour, social and emotional, development and mental well-being, as well as support their communication development.		
	2.4. Explain how **positive changes** to the communication environment can support communication development for children and young people with social, emotional and mental health needs.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand how to adapt strategies and approaches to support social, emotional and mental health to meet speech, language and communication needs.	3.1. Identify and explain current evidence-based approaches to understanding children and young people's behaviour.		
	3.2. Explain how setting-wide strategies to promote positive behaviour, social and emotional development and mental health can be adapted to support children and young people with speech, language and communication needs.		
	3.3. Use examples to explain how individual strategies to promote positive behaviour, social and emotional development and mental health can be adapted to support children and young people with speech, language and communication needs.		
4. Know how to work with others to support the speech, language and communication development of children and young people with social, emotional and mental health needs.	4.1. Explain ways to work with parents/carers and families in supporting children and young people's speech, language and communication needs that also promotes positive behaviour.		
	4.2. Explain the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour and social, emotional and mental health needs of children and young people.		

<table>
<tr><td>

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

</td></tr>
</table>

Assessor sign off of completed unit: K/617/9969 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SCDCCLD0408

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Behavioural** may include: • withdrawn or isolated • disruptive and disturbing • hyperactive and lacking concentration • immature social skills • challenging behaviours arising from other complex special needs • emotional disorders • conduct disorders/hyperkinetic disorders • anxiety • self-harm • school phobia • depression. **Positive changes** may include: • increased accessibility of the language used in behaviour management techniques • ensuring children and young people understand verbal and written information • clear visual support • making rules, routines and boundaries clear, explicit and understandable • decreasing visual and auditory distractions • increased staff awareness and skills

Guidance for developing assessment arrangements for the unit:	
	• ensuring approaches that support children to ask for clarification.

Assessment –Understand the speech, language and communication needs of children and young people with social, emotional and mental health needs

Your local authority is planning to provide information for parents and adults who work with children and young people on the links between social, emotional and mental health and speech, language and communication development, and ways that children and young people can be supported.

Produce information that includes the following:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

- an explanation of why behaviour can be seen as a means of communication
- an explanation, with examples, of how children and young people's speech, language and communication needs may affect social, emotional and mental well-being
- a review and report on relevant research about the incidence of speech, language and communication needs and social, emotional and mental health needs in children and young people
- a description of the range of social, emotional and mental health needs that children and young people may experience and how they can affect speech, language and communication development.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

- an identification of key barriers to social and emotional development and mental well-being that are experienced by children and young people with speech, language and communication needs
- an explanation of effective strategies to overcome barriers to support the speech, language and communication development of children and young people with social, emotional and mental health needs
- an explanation of how adapting adult language and interactions can support a child's behaviour, social and emotional development and mental well-being as well as support their communication development
- an explanation of how positive changes to the communication environment can support communication development for children and young people with social, emotional and mental health needs.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

- an identification and an explanation of current evidence-based approaches to understanding children and young people's behaviour
- an explanation of how setting-wide strategies to promote positive behaviour, social and emotional development and mental health can be adapted to support children and young people with speech, language and communication needs
- an explanation, using examples, of how individual strategies to promote positive behaviour, social and emotional development and mental health can be adapted to support children and young people with speech, language and communication needs.

Task 4 links to learning outcome 4, assessment criteria 4.1 and 4.2.

- an explanation of ways to work with parents/carers and families in supporting children and young people with speech, language and communication needs, that also promotes positive behaviour
- an explanation of the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour, emotional and social development and mental health needs of children and young people.

CYPOP 30: Support the creativity of children and young people

Unit reference	M/600/9807	Level	3
Credit value	3	GLH	20
Unit aim	This unit provides competence in working with children and young people to develop their creativity and innovative thinking. The unit explores day to day creativity for living and participation in organised creative activities.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in Real Work Environments by a qualified vocationally competent assessor.			
1. Understand how creativity promotes well-being for children and young people.	1.1. Explain evidence, approaches and theories about the benefits of creativity for the well-being of children and young people.		
	1.2. Identify the potential benefits of **different types of creative activity.**		
	1.3. Explain the difference between **formal and informal creative activity.**		
2. Be able to encourage children and young people to recognise and value their own and others' creativity.	2.1. Demonstrate how to work with children and young people to promote and encourage creativity.		
	2.2. Explain the importance of encouraging children and young people to recognise and value creativity.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Demonstrate how to encourage children or young people to explore their opportunities for creative activity.		
3. Be able to support children and young people to take part in creative activities.	3.1. Identify potential resources to support children and young people to take part in organised creative activities.		
	3.2. Demonstrate encouragement and positive feedback to children or young people taking part in organised creative activities.		
	3.3. Explain the importance of encouraging carers to support children and young people's creative activities.		
4. Be able to participate in creative day to day activities with children and young people.	4.1. Explain the importance of spending creative time with children and young people and the benefits that can result.		
	4.2. Demonstrate how to spend time with children and young people in creative activity.		
	4.3. Demonstrate how to support children and young people to recognise how creativity can be used in all aspects of life.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.
Learner signature: Date:

Assessor sign off of completed unit: CYPOP 30
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.
Assessor name:
Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC NOS 38 c. Professional Practice in Residential Childcare Standard: 4.5. Training Support and Development Standards for Foster Care Standard 5.4.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Different types of creative activity** e.g.: • solitary • shared • group • sedentary e.g. writing • active e.g. gardening, sport • cerebral e.g. chess, computer games. **Formal creative activity** e.g.: • drama groups • music groups • art classes • creative writing groups • discussion/debating groups • fashion design classes • architectural design/drawing.

Guidance for developing assessment arrangements for the unit:	
	Informal creative activity e.g.: • creative thinking • cooking • baking • flower arranging • decorating • computer gaming.
Additional unit assessment requirements provided with the unit	This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 2, 3 and 4 should be assessed in Real Work Environments.
Unit assessment guidance - provided by us	Learning outcomes 2, 3 and 4 must be assessed in Real Work Environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task – CYPOP 30 Support the creativity of children and young people

You have been asked to develop activity plans which will encourage children and young people's creativity and innovative thinking. Prior to developing the activity plans you will need to produce briefing notes that would show that you can:

Task links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

- explain evidence, approaches and theories about the benefits of creativity for the well-being of children and young people
- identify the potential benefits of different types of creative activity
- explain the difference between formal and informal creative activity.

TDA 2.14: Support children and young people at meal or snack times

Unit reference	A/601/6517	Level	2
Credit value	3	GLH	18
Unit aim	This unit provides the knowledge, understanding and skills required to support children and young people at meal or snack times. It covers the principles of healthy eating and requires demonstration of competence in supporting hygiene and positive behaviour at meal and/or snack times.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 4 and 5 must be assessed in relation to the Real Work Environment.			
1. Know the principles of healthy eating for children and young people.	1.1. Outline the nutritional requirements of a healthy diet for children and young people.		
	1.2. Describe examples of healthy meals and snacks for children and young people.		
	1.3. Describe how culture, religion and health conditions impact on food choices.		
2. Know the benefits of healthy eating for children and young people.	2.1. Describe the benefits of healthy eating for children and young people.		
	2.2. Describe the possible consequences of an unhealthy diet.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Describe how to recognise and deal with allergenic reactions to food.		
	2.4. Describe where to get advice on dietary concerns.		
3. Know how to encourage children and young people to make healthier food choices.	3.1. Describe the food policy of the setting.		
	3.2. Describe with examples ways of encouraging children and young people: • to make **healthier food choices** • to eat the food provided for them.		
4. Be able to support hygiene during meal or snack times.	4.1. Explain the importance of personal hygiene at meal and snack times.		
	4.2. Demonstrate good hygiene practice in relation to own role in food handling and waste disposal.		
	4.3. Demonstrate ways of encouraging children and young people's personal hygiene at meal and/or snack times.		
5. Be able to support the code of conduct and policies for meal and snack times.	5.1. Describe the setting's **code of conduct and policies** for meal and snack times.		
	5.2. Apply skills and techniques for supporting and encouraging children and young people's positive behaviour in the dining area including table manners.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Apply skills and techniques for dealing with inappropriate behaviour in the dining area.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: TDA 2.14
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Healthier food choices** in relation to: • meals provided in the setting • packed lunches • snacks • meals and snacks purchased off-site. **Code of conduct and policies** for meal and snack times e.g.: • entry to and exit from the dining area • collecting/serving food • noise levels • conduct in the dining area • conduct at the table • clearing away • sustainability.
Additional unit assessment requirements provided with the unit	This unit must be assessed in accordance with TDA Assessment Principles.

Guidance for developing assessment arrangements for the unit:	
	Assessment criteria 4.2, 4.3, 5.2 and 5.3 must be assessed in the workplace.
Unit assessment guidance - provided by us	Learning outcomes 4 and 5 must be assessed in relation to the Real Work Environment.

Assessment task – TDA 2.14 Support children and young people at meal or snack times

Produce an information pack for parents/carers and children and young people which will consist of three sections:

- **Section 1** - Principles of healthy eating
- **Section 2** - Benefits of healthy eating
- **Section 3** - Encourage children and young people to make healthier food choices

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Section 1 - Principles of healthy eating

This will show that you can:

- outline the nutritional requirements of a healthy diet for children and young people
- describe examples of healthy meals and snacks for children and young people
- describe how culture, religion and health conditions impact on food choices.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

Section 2 - Benefits of healthy eating

This will show that you can:

- describe the benefits of healthy eating for children and young people
- describe the possible consequences of an unhealthy diet
- describe how to recognise and deal with allergenic reactions to food
- describe where to get advice on dietary concerns.

Task 3 links to learning outcome 3, assessment criteria 3.1 and 3.2.

Section 3 - Encourage children and young people to make healthier food choices

This will show that you can:

- describe the food policy of the setting
- describe with examples ways of encouraging children and young people:
  o to make healthier food choices
  o to eat the food provided for them.

TDA 2.15: Support children and young people with disabilities and special educational needs

Unit reference	D/601/6526	Level	2
Credit value	4	GLH	26
Unit aim	This unit provides the knowledge and skills to support disabled children and young people and those with special educational needs. It covers understanding of the rights and needs of disabled children and young people, and of those with special educational needs, and supporting their inclusion and participation in the full range of activities and experiences provided by the setting.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in Real Work Environments by a vocationally competent assessor.			
1. Know the rights of disabled children and young people and those with special educational needs.	1.1. Outline the legal entitlements of **disabled** children and young people and those with **special educational needs**.		
	1.2. Describe the assessment and intervention frameworks for disabled children and young people and those with special educational needs.		
	1.3. Describe the benefits of early recognition and intervention for disabled children and young people and those with special educational needs.		
	1.4. Describe the purpose of individual plans for disabled children and young people and those with special educational needs.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Describe the principles of working inclusively with disabled children and young people and those with special educational needs.		
2. Understand the disabilities and/or special educational needs of children and young people in own care.	2.1. Describe the relationship between disability and special educational needs.		
	2.2. Describe the nature of the particular disabilities and/or special educational needs of children and young people with whom they work.		
	2.3. Describe the **special provision** required by children and young people with whom they work.		
3. Be able to contribute to the inclusion of children and young people with disabilities and special educational needs.	3.1. **Obtain information** about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs with whom they work.		
	3.2. Identify **barriers to participation** for disabled children and young people and those with special educational needs with whom they work.		
	3.3. Work with children, young people and **others** to remove barriers to participation.		
	3.4. Demonstrate ways of supporting **inclusion** and inclusive practices in own work with disabled children and young people and those with special educational needs.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences.	4.1. Identify and implement adaptations that can be made to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences provided by the setting.		
	4.2. Support children and young people to use specialist aids and equipment as necessary to enable them to participate in activities and experiences.		
	4.3. Demonstrate ways of supporting **participation** and **equality of access** for disabled children and young people and those with special educational needs.		
	4.4. Work in partnership with children, young people and others to review and improve activities and experiences provided for disabled children and young people and those with special educational needs.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: TDA 2.15
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	STL12 Support a child with disabilities or special educational needs (CCLD 209). STL38 Support children with disabilities or special educational needs (CCLD 321). Introductory training materials: • inclusion.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Disabled:** The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities. **Special educational needs:** Children and young people with special educational needs learn differently from most children or young people of the same age. These children and young people may need extra or different help from that given to other children and young people. **Special provision:** Provision which is additional to, or otherwise different from, the provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area

Guidance for developing assessment arrangements for the unit:	
	Obtain information about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs from: • the children and young people themselves • family members • colleagues within the setting • external support agencies • individual plans. **Barriers to participation:** Anything that prevents a child or young person participating fully in activities and experiences offered by the setting or service. **Others** according to own role e.g.: • family members • colleagues within the setting • professionals external to the setting. **Inclusion:** a process of identifying, understanding and breaking down barriers to participation and belonging. Adaptations that can be made to support participation of disabled children and young people and those with special educational needs in relation to: • the environment • activities • working practice • resources. **Participation** involves: asking children and young people what works, what doesn't work and what could work better; and involving them in the design, delivery and evaluation of services, on an ongoing basis. **Equality of access:** Ensuring that discriminatory barriers to access are removed and allowing for children and young people's individual needs.
Additional unit assessment requirements provided with the unit	Unit must be assessed in accordance with the TDA Assessment Principles. Assessment criteria 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 and 4.4 must be assessed in the workplace.

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance - provided by us	Learning outcomes 3 and 4 must be assessed in Real Work Environments by a vocationally competent assessor.

Assessment task - TDA 2.15 Support children and young people with disabilities and special educational needs

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

As a background to working with children and young people with disabilities and special educational needs, it will help you to know about the rights and needs of those children and young people. You are asked to create a resource folder to include evidence that shows that you can:

- outline the legal entitlements of **disabled** children and young people and those with **special educational needs**
- describe the assessment and intervention frameworks for disabled children and young people and those with special educational needs
- describe the benefits of early recognition and intervention for disabled children and young people and those with special educational needs
- describe the purpose of individual plans for disabled children and young people and those with special educational needs
- describe the principles of working inclusively with disabled children and young people and those with special educational needs.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, and 2.3.

Include in your resource folder evidence that shows that you can:

- describe the relationship between disability and special educational needs
- describe the nature of the particular disabilities and/or special educational needs of children and young people with whom you work
- describe the **special provision** required by children and young people with whom you work.

TDA 2.16: Support children and young people's play and leisure

Unit reference	T/601/6564	Level	2
Credit value	3	GLH	16
Unit aim	This unit provides the knowledge, understanding and skills required to support children and young people's play and leisure. It requires demonstration of competence in supporting play and leisure activities, helping children and young people to manage risk and challenge, and reflecting on and improving own practice**.**		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in Real Work Environments by a vocationally competent assessor.			
1. Understand the nature and importance of play and leisure.	1.1. Describe the importance of play and leisure for children and young people.		
	1.2. Describe how play and leisure contribute to children and young people's development.		
	1.3. Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play.		
	1.4. Describe the characteristics of freely chosen, self-directed play and leisure.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to support children and young people's play and leisure.	2.1. Describe own role in supporting children and young people's play and leisure activities.		
	2.2. Give attention to children and young people's play and leisure activities while being sensitive to own impact on activities.		
	2.3. Undertake routine safety checks on areas used for children and young people's play and leisure before, during and after play and leisure activities.		
	2.4. Supervise children and young people's play and leisure ensuring their safety.		
	2.5. Interact with children and young people in a way that demonstrates: • interest in what they say, experience and feel • respect for their privacy and freedom to make choices for themselves • encouragement and praise for play and leisure activities.		
3. Be able to support children and young people in balancing risk and challenge.	3.1. Outline the value of risk and challenge in children and young people's play and leisure.		
	3.2. Describe with examples what is meant by unacceptable risk and challenge in children and young people's play and leisure.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Describe why it is important for children and young people to manage risk and challenge for themselves.		
	3.4. Demonstrate ways of encouraging children and young people to manage risk and challenge in play and leisure activities for themselves.		
4. Be able to reflect on and improve own practice.	4.1. Reflect on all aspects of own practice in supporting children and young people's play and leisure.		
	4.2. Identify own strengths and areas where practice could improve.		
	4.3. Describe how own practice has been improved following reflection.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: TDA 2.16
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	This unit must be assessed in accordance with the TDA Assessment Principles. Assessment criteria 2.2, 2.3, 2.4, 2.5, and 3.4 must be assessed in the workplace.
Unit assessment guidance - provided by us	Learning outcomes 2, 3 and 4 must be assessed in Real Work Environments by a vocationally competent assessor.

Assessment task - TDA 2.16 Support children and young people's play and leisure

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

As part of your professional development you have been asked if you would like to work with a teacher to support children's and young people's play and leisure. As a background to this you have been asked to produce a resource file of evidence which shows that you can:

- describe the importance of play and leisure for children and young people
- describe how play and leisure contribute to children and young people's development
- outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play
- describe the characteristics of freely chosen, self-directed play and leisure.

OP 2.15: Contribute to the support of children's communication, language and literacy

Unit reference	M/601/3310	Level	2
Credit value	2	GLH	14
Unit aim	To enable learners to contribute to supporting children's learning and development in communication, language and literacy within the work setting.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in Real Work Environments by a vocationally competent assessor.			
1. Understand the importance of communication, language and literacy for children's learning and development.	1.1. Describe why communication, language and literacy are important to children's learning.		
	1.2. Describe how communication, language and literacy links with other areas of learning and development within the **framework** related to own work setting.		
2. Be able to contribute to children's learning in communication, language and literacy.	2.1. Identify the types of equipment and activities that are used to support children's communication, language and literacy.		
	2.2. Demonstrate how to engage children's interest and attention in communication, language and literacy activities through a **variety of methods**.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Use clear language to support children's learning when engaged in communication, language and literacy activities.		
	2.4. Use encouragement and praise when supporting children's learning in communication, language and literacy.		
3. Be able to evaluate own contribution to children's learning in communication, language and literacy.	3.1. Review how own working practice has contributed to children's learning in communication, language and literacy.		
	3.2. Adapt own practice to meet individual children's needs.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: OP 2.15
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	CCLD 201, 203, 205, 208.

Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Learning outcomes 2 and 3 must be assessed in Real Work Environments.
Unit assessment guidance – provided by the sector	**Framework** could include: Early Years Foundation Stage, Foundation Phase, Pre-School Curriculum. **Variety of methods** to include: • reading • telling stories • songs • poems • finger plays.
Unit assessment guidance - provided by us	Learning outcomes 2 and 3 must be assessed in Real Work Environments by a vocationally competent assessor.

Assessment task - OP 2.15 Contribute to the support of children's communication, language and literacy

There is an open day for parents/carers who may be interested in their children attending your work environment. You have been asked to produce a leaflet to inform parents/carers about the support of children's communication, language and literacy. The leaflet must show that you can:

Task links to learning outcome 1, assessment criteria 1.1 and 1.2.

- describe why communication, language and literacy are important to children's learning
- describe how communication, language and literacy links with other areas of learning and development within the **framework** related to own work setting.

OP 2.17: Contribute to the support of children's creative development

Unit reference	H/601/3336	Level	2
Credit value	2	GLH	14
Unit aim	To enable learners to contribute to supporting children's creativity within the work setting.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in Real Work Environments by a qualified vocationally competent assessor.			
1. Understand the importance of creative development.	1.1. Describe why **creative development** is important to children's learning.		
	1.2. Describe how creative development links to other areas of learning and development within the **framework** related to own work setting.		
2. Be able to contribute to children's creative development.	2.1. Identify the types of equipment and activities that are used to support creative development.		
	2.2. Set out and implement creative activities with children.		
	2.3. Use clear language to support children's creative development during activities.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Use encouragement and praise when supporting children's creative development.		
3. Be able to evaluate own contribution to children's creative development.	3.1. Review how own working practice has contributed to children's creative development.		
	3.2. Adapt own practice to meet individual children's needs.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: OP 2.17
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	CCLD 203, 205, 208.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Creative development** e.g.: • developing imagination and imaginative play • responding to experiences, expressing ideas • exploring media and materials • imaginative play • traditional creative arts • music, dance and movement • messy play. **Framework.** This could include: Early Years Foundation Stage, Foundation phase, Pre-School Curriculum.
Additional unit assessment requirements provided with the unit	Learning outcomes 2 and 3 must be assessed in Real Work Environments.
Unit assessment guidance - provided by us	Learning outcomes 2 and 3 must be assessed in Real Work Environments by a qualified vocationally competent assessor.

Assessment task - OP 2.17 Contribute to the support of children's creative development

Task links to learning outcome 1, assessment criteria 1.1 and 1.2.

Prepare a set of notes for parents/carers which can be attached to a creative display board of children's work. The notes must show you can:

- describe why creative development is important to children's learning
- describe how creative development links to other areas of learning and development within the **framework** related to own work setting.

SHC 24: Introduction to duty of care in health, social care or children's and young people's settings

Unit reference	H/601/5474	Level	2
Credit value	1	GLH	9
Unit aim	This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It introduces the concept of duty of care, and awareness of dilemmas or complaints that may arise where there is a duty of care.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the implications of duty of care.	1.1. Define the term 'duty of care'.		
	1.2. Describe how the duty of care affects own work role.		
2. Understand support available for addressing dilemmas that may arise about duty of care.	2.1. Describe dilemmas that may arise between the duty of care and an individual's rights.		
	2.2. Explain where to get additional support and advice about how to resolve such dilemmas.		
3. Know how to respond to complaints.	3.1. Describe how to respond to complaints.		
	3.2. Identify the main points of agreed procedures for handling complaints.		

<table>
<tr><td>

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

</td></tr>
</table>

<table>
<tr><td>

Assessor sign off of completed unit: SHC 24
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

</td></tr>
</table>

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	CCLD 203, HSC 24, GCU 2. Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.

Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Assessment task - SHC 24 Introduction to duty of care in health, social care or children's and young people's settings

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 2.1 and 2.2.

As a new member of staff, as part of your induction you have been asked to provide a resource folder about 'Duty of Care.' You will need to put evidence into the folder that shows that you can:

- define the term 'Duty of Care'
- describe how the duty of care affects own work role
- describe dilemmas that may arise between the duty of care and individual's rights
- explain where to get additional support and advice about how to resolve such dilemmas.

Task 2 links to learning outcome 3, assessment criteria 3.1 and 3.2.

Make sure that your folder also contains evidence to show that you can:

- describe how to respond to complaints
- identify the main points of the agreed procedures for handling complaints.

Section 3: Documents

Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

- Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

These documents can be found in **Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance**.